



**San Sebastian College-Recoletos de Cavite**  
Cavite City

**OUTCOMES-BASED COURSE SYLLABUS**  
For 2nd Semester, AY 2020



**Institute of Nursing**  
**BS in Nursing**  
**(NCM 101) Health Assessment**

<b>VISION</b>	We envision San Sebastian College Recoletos de Cavite as a trusted Catholic community of quality learning in the service of God in His creation and humanity.
<b>MISSION</b>	We, the SSCR-de Cavite family, dedicate ourselves to the formation of the community members into Christ-centered, professional and socially responsible leaders of society
<b>CORE VALUES</b>	We value: Prayer: Humility, Faith, Excellence, Marian Devotion Truth: Discipline, Teamwork, Temperance Service: Kindness, Compassion, Temperance, Fortitude, Justice and Prudence
<b>INSTITUTIONAL GOAL</b>	To develop Sebastian Graduates, imbued with Augustinian values, who are God-centered, professionally competent and socially responsible individuals.
<b>INSTITUTIONAL OBJECTIVES</b>	In continuously improving SSC-R de Cavite's formative programs, we pledge to: <ol style="list-style-type: none"> <li>1. collaborate with the parents, alumni, public and private organizations;</li> <li>2. refine our research capabilities;</li> <li>3. empower students, faculty and staff for their welfare, and for the institution's sustainability and growth</li> <li>4. enhance resources significant to the attainment of the institution's goals for its community members; and</li> <li>5. deepen our Catholic culture integrate with the Filipino values.</li> </ol>
<b>GOAL OF THE COLLEGE</b>	The College of Arts and Sciences is geared towards the development of spiritual, moral character, and personal discipline of students which are properly integrated with the academic program.  It aims to develop competencies in communication and psychological skills that will widen intellectual and experiential horizon. Promote better understanding in which will enable the students to embody the essential Recoletos educational qualities of God centeredness, People and Family focus and become service oriented in which they will be able to respond to economic, cultural and political challenges through the knowledge they have acquired.
<b>OBJECTIVES OF THE DEPARTMENT</b>	The Nursing Program aims to provide students quality Christian Education and assists them to develop their potentials to the maximum through: <ol style="list-style-type: none"> <li>1. Sensitive awareness of the health needs of the society and strong commitment to the alleviation of problems arising there from;</li> <li>2. Acquisition of skills, knowledge and attitudes towards promotion of health and of suffering based on Christian</li> </ol>

	<p>values using the nursing process;</p> <p>3.Exposure to various social, economic, cultural and aesthetic activities through related learning experiences in the hospital and community; and</p> <p>4.Conducting research studies for the improvement of Nursing Care Nursing Education</p>
<b>PROGRAM Learning OUTCOMES</b>	<p>The graduate of BSN should:</p> <ol style="list-style-type: none"> <li>1 Apply knowledge of physical social, natural and health sciences, and humanities in the practice of nursing imbedding Augustinian values.</li> <li>2. Provide safe, appropriate and holistic care to individuals, families, population groups and community utilizing nursing process.</li> <li>3. Apply guidelines and principles of evidence-based practice in the delivery of care.</li> <li>4. Practice nursing in accordance with existing laws, legal, ethical and moral Principles.</li> <li>5. Communicate effectively in speaking, writing and presenting using culturally-appropriate language.</li> <li>6. Document to include reporting up-to- date client care accurately and comprehensive.lv</li> <li>7. Work effectively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams</li> <li>8. Practice beginning management and leadership skills in the delivery of client care using a systems approach.</li> <li>9. Conduct research with an experienced researcher</li> <li>10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.</li> <li>11. Demonstrate responsible citizenship and pride of being a Filipino.</li> <li>12. Apply techno-intelligent care systems and processes in health care delivery</li> <li>13. Adopt the nursing core values in the practice of the profession</li> <li>14. Apply entrepreneurial skills in the delivery of nursing care</li> </ol>

<b>ALIGNMENT OF COURSE LEARNING OUTCOMES WITH SSCR-DC GRADUATE ATTRIBUTES</b>	
<b>SSCR dC Graduate Attributes</b>	<b>Course Learning Outcomes</b>
God Centered	CLO5
Communitarian and Socially Responsive	CLO2CLO5
Professionally Competent	CLO1; CLO2; CLO3,CLO4,CLO5CLO6
Continuously developing Filipino Catholic Sebastian's	CLO2

COURSE LEARNING OUTCOMES VS PROGRAM LEARNING OUTCOMES MAPPING TABLE														
	PROGRAM LEARNING OUTCOMES													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
At the end of the course and given simulated and actual conditions/situations, the student will be able to:														
1. utilized knowledge of principles and concepts of relevant sciences and humanities in the practice of nursing.	√													
2. take part in beginning skills in performing health assessment to individuals.			√											
3. apply guidelines and principles of evidenced-based practice in health assessment						√								
4. perceive ethico-legal principles in conducting health assessment.							√							
5. prove assessment data accurately and comprehensively				√										
6. elaborate effectively in conducting health assessment					√									

<use check in table and adjust column grid based on PLOs>

COURSE LEARNING OUTCOMES VS PROGRAM LEARNING OUTCOMES MAPPING TABLE														
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2. take part in beginning skills in performing health assessment to individuals.			P											
3. perceive ethico-legal principles in conducting health assessment						P								
4.. apply guidelines and principles of evidenced-based practice in health assessment			P											
5. prove assessment data accurately and comprehensively				P										
6. elaborate effectively in conducting health assessment					P									
*Level Legend: <b>I</b> - introduced concepts/principles; <b>P</b> -practiced with supervision; <b>D</b> demonstrated across different clinical settings with minimal supervision. Specify the highest level of attainment of the program outcome for each course														

COURSE LEARNING PLAN							
<b>COURSE CODE</b>	<b>NCM 101</b>	<b>COURSE TITLE</b>	<b>HEALTH ASSESSMENT</b>	<b>CREDIT UNITS</b>	3units lecture, 2 units Skills Lab	<b>HOURS</b>	54 lecture hours, 51 RLE hours

							Total 102Hrs
<b>COURSE DESCRIPTION</b>	The course deals with concepts, principles & techniques of history taking using various tools, physical examination (head to toe), psychosocial assessment and interpretation of laboratory findings to arrive at a nursing diagnosis. The Learner are expected to perform holistic nursing assessment of an individual adult client.						
<b>COURSE PRE-REQUISITE(S)</b>	Theoretical Foundations of Nursing, General Psychology, Anatomy-Physiology, Chemistry 2 & NCM 100						
<b>COURSE LEARNING OUTCOMES:</b>	<p>At the end of the course and given simulated and actual conditions/ situations, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. utilized knowledge of principles and concepts of relevant sciences and humanities in the practice of nursing.</li> <li>2. take part in beginning skills in performing health assessment to individuals.</li> <li>3. perceive ethico-legal principles in conducting health assessment.</li> <li>4. apply guidelines and principles of evidenced-based practice in health assessment</li> <li>5. prove assessment data accurately and comprehensively</li> <li>6. elaborate effectively in conducting health assessment.</li> </ol>						

<b>COURSE COVERAGE</b>					
<b>Topic Learning Outcomes (TLO)</b>	<b>Topics</b>	<b>Time Allotment (Hrs.)</b>	<b>Performance Indicators / Value(s) Developed/ Assessment Tools</b>	<b>Learning Strategies</b>	<b>Learning Resources</b>
				<b>Classroom</b>	
<b>PRELIM</b>					

<p>Prepare comprehensive lesson plan including: TLO1 Discuss Phases of Nursing Process.</p> <p>TLO1:1 Discuss concepts, principles and techniques of health assessment</p> <p>TLO1:2 Distinguish types of assessment</p> <p>TLO1:3 Discuss Nurses's Role in Health Assessment</p> <p>TLO1:4 Distinguish Subjective from objective data evidently</p>	<p><b>Introduction to Health Assessment</b></p> <p>A. Overview of Nursing Process ADPIE</p> <p>B. Health Assessment in Nursing Practice</p> <p>1. Types:</p> <ul style="list-style-type: none"> <li>• Initial Comprehensive Assessment</li> <li>• On-going or Partial Assessment</li> <li>• Focused or Problem Oriented Assessment</li> <li>• Emergency Assessment</li> </ul> <p>C. Nurses's Role in Health Assessment</p> <p><b>Steps in Health Assessment</b></p> <p>A. Collection of Subjective Data through interview and Health History</p> <p>1. Biographic Data 2. Reason for seeking health care 3. Chief complaint</p>	<p><b>17Hrs. Lecture</b> <b>34Hrs RLE</b></p>	<p>The student will be able to develop faith and Marian devotion based on Daily Bread and Reflection Moment</p> <p>1 The student will be able to discuss Phases of Nursing Process evidently.</p> <p>1:1 The student will be able to Discuss concepts, principles and techniques of health assessment</p> <p>1:2 The student will be able to Distinguish types of assessment.</p> <p>1:3 The student will be able to Discuss Nurses's Role in Health Assessment</p> <p>1:4 The student will be able to Distinguish Subjective from objective data</p>	<p>Daily Bread and Reflection Moment</p> <p>Interactive discussion</p> <p>Homework and practice Video clips</p> <p>Power point presentations on Health History Guideline</p> <p>Hands-on learning in RLE:One on One Precepting in Client Interviews</p>	<p>Print, Non-Print materials and electronic Materials</p> <p>Lippincott Williams and Wilkins Cox, Carol Lynn, (2010) Health Assessment in Nursing. 3rd Edition.</p>
<p>TLO2. Assess one's peer health status/competence in utilizing correct assessment techniques.</p>	<p>4. History of:</p> <ul style="list-style-type: none"> <li>• Present Illness</li> </ul>		<p>The student will be able to assess one's peer health status/competence</p>	<p>Interactive discussion</p>	<p>Cox, Turner Blackwood (2008,) Physical</p>

<p>TLO2:1 Identify relevant data correctly</p> <p>TLO2:2. Develop therapeutic interview skills</p>	<ul style="list-style-type: none"> <li>• Past Health History</li> <li>• Family Health History</li> <li>• Current Medications</li> <li>• Lifestyle</li> <li>• Developmental Level</li> <li>• Psychosocial History</li> </ul> <p>B. Collection of Objective Data</p> <p>1. Physical Examination</p> <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Positioning</li> <li>• Techniques</li> </ul>		<p>in utilizing correct assessment techniques.</p> <p>The student will be able to Identify relevant data correctly</p> <p>The student will be able to identify pertinent findings evidently</p>	<p>Homework and practice</p> <p>Group of student will work to study on assign topic . write up a report and present it in class.</p> <p>-Collection of objective and subjective data</p>	<p>Assessment for Nurses</p>
<p>TLO3. Integrate evidence-based practice in conducting health assessment.</p> <p>TLO3:1 Assess resources(human, physical and time) efficiently and effectively in health assessment.</p> <p>TLO3:2 Adapt appropriate technology in Performing health assessment.</p>	<p>2. Diagnostic Test and Procedures</p> <p>3. Other Sources e.g. client chart</p> <p>C. Validation of Data</p> <p>D. Documentation of Data</p> <p>1. Guidelines for documentation</p>		<p>The student will be able to integrate evidence-based practice in conducting health assessment.</p> <p>The student will be able to assess resources(human, physical and time) efficiently and effectively in health assessment.</p> <p>The student will be</p>	<p>Role- Play on -proper interview technique</p> <p>Assessing Student Participation</p> <p>Rubric for Group Reporting</p> <p>RLE Performance Evaluation</p>	

	<ul style="list-style-type: none"> <li>Written Notes</li> <li>Electronic Documentation</li> </ul>	<b>1HR. Prelim Exam</b>	able to adapt appropriate technology in Performing health assessment.		
<b>MIDTERM</b>					
<p>TLO 4 Integrate evidenced based practice in conducting health assessment.</p> <p>TLO4:1 .Adapt health assessment process based on the culture and values of the client/family.</p> <p>TLO 4:2 Apply system of informatics in health assessment.</p>	<p>Holistic Nursing Assessment</p> <ol style="list-style-type: none"> <li>General Status and Vital signs</li> <li>Mental Status <ul style="list-style-type: none"> <li>•Children and Adolescent</li> <li>•Adults</li> </ul> </li> <li>Psychosocial, Cognitive and Moral Development</li> <li>Pain</li> <li>Violence</li> <li>Culture and Ethnicity</li> <li>Spirituality and Religious</li> <li>Nutritional Status</li> </ol>	<b>17Hrs. Lecture 34Hrs RLE</b>	<p>The student will be able to Integrate evidenced based practice in conducting health assessment.</p> <p>The student will be able to Adapt health assessment process based on the culture and values of the client/family.</p> <p>The student will be able to Apply system of informatics in health assessment.</p> <p>Interactive Discussion</p>	<p>interactive discussion Case discussions Power point presentations</p> <p>Lecture interactive discussion</p> <p>Homework and practice</p> <p>Power point presentations on Review of System Essay Quizzes</p> <p>Rubric for Essay Recitations Written Major Examination</p>	<p>Lippincott Williams and Wilkins Cox, Carol Lynn , (2010) Health Assessment in Nursing. 3rd Edition</p>
<p>TLO5 Prove accuracy and completeness and integrity of health assessment data</p> <p>TLO5:1 Adapt to guidelines in documentation related to confidentiality of health</p>	<p>Physical Assessment</p> <ol style="list-style-type: none"> <li>Skin, Hair and Nails</li> <li>Head and Neck</li> <li>Eyes</li> <li>Ears</li> </ol>		<p>The student will be able to Prove accuracy and completeness and integrity of health assessment data</p>	<p>Interactive Lecture discussion</p> <p>Power point presentations on History taking format</p>	<p>•Jarvis, C. (2012). Pocket companion for physical examination &amp; health assessment.</p>

<p>assessment data</p> <p>TLO5:2 Assume safe environment in conducting health assessment</p> <p>TLO5:3 Distinguish clients rights based on Patient's Bill of Rights and Obligations.</p>	<p>5. Mouth. Throat, Nose, and Sinuses</p> <p>6. Thorax and Lungs</p> <p>7. Breast and Lymphatic System</p> <p>8. Heart and Neck Vessels</p> <p>9. Peripheral Vascular System</p> <p>10. Assessing the Abdomen</p> <p>11. Musculo-skeletal system</p> <p>12. Neurologic System</p> <p>13. Male Genitalia and Rectum</p> <p>14. Female Genitalia and Rectum</p>	<p><b>1HR. Midterm Exam</b></p>	<p>The student will be able to adapt to guidelines in documentation related to confidentiality of health assessment data</p> <p>The student will be able to 2 Assume safe environment in conducting health assessment</p> <p>The student will be able to Distinguish clients rights based on Patient's Bill of Rights and Obligations.</p>	<p>Role play on how to conduct proper interview in taking vital signs.</p> <p>Reflective Writing on Techniques in Physical Assessment</p> <p>Research Assignment on different techniques on Physical Assessment</p> <p>Homework and practice</p> <p>Role play/simulations/drama</p>	<p>(6th ed.).</p> <p>RLE in Community Health Centers, Hospitals</p>
<p><b>FINALS</b></p>					
<p>TLO6. Develop appropriate communication/interpersonal techniques in conducting assessment</p> <p>TLO6:1 Create rapport with the client and/or support system ensuring adequate information about each other as partner in a working relationship</p> <p>TLO6:2 Develop harmonious relationship among members of the health team in conducting health assessment</p> <p>TLO6:3 Elaborate guidelines of</p>	<p><b>Relevant Ethico-Legal Guidance in Conducting Health Assessment</b></p> <ol style="list-style-type: none"> <li>1. Ethico-Legal Considerations <ul style="list-style-type: none"> <li>• Informed Consent</li> </ul> </li> <li>2. Patient's Bill of Rights</li> <li>3. Data Privacy Act</li> </ol> <p><b>Guidelines of an Effective Interview and Health History</b></p> <ol style="list-style-type: none"> <li>1. Phases</li> <li>2. Types of Communication</li> <li>3. Special Considerations Related to Age, Cultural and Emotional Variations</li> </ol>	<p><b>17Hrs. Lecture</b> <b>34Hrs RLE</b></p>	<p>The student will be able to Develop appropriate communication/interpersonal techniques in conducting assessment</p> <p>The student will be able to Create rapport with the client and/or support system ensuring adequate information about each other as partner in a</p>	<p>Class discussions</p> <p>Film showing</p> <p>Power point presentations on Patient's Bill of Rights</p>	<p>Lippincott Williams and Wilkins Cox, Carol Lynn, (2010) Health Assessment in Nursing. 3rd Edition.</p> <p>Taylor Lillis LeMone Lyn (2011) Fundamentals of Nursing The Art and</p>



<p>an effective interview and Health History</p>	<p><b>Health Care Team in Health Assessment</b>  1. Team-based Approach  2. Roles of the Nurse and Other Members of the Health Team</p> <p><b>Program Instructions in Health Assessment</b></p> <p><b>Core Values of Nursing in Conducting Health Assessment</b></p>	<p><b>1HR. Final Exam</b></p>	<p>working relationship</p> <p>The student will be able to Develop harmonious relationship among members of the health team in conducting health assessment</p> <p>Written Major Examination</p>	<p>Interactive classroom discussions  Participation</p> <p>Power point presentations on Head to toe Assessment</p> <p>Essay Quizzes</p> <p>Return demonstration on Head to Toe Physical Assessment</p>	<p>Science of Nursing care  7th Edition</p> <p>Weber Janet and Kelly  Jane. 2014  Health Assessment in Nursing 5th Edition</p>
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<b>COURSE REQUIREMENTS AND CLASS POLICY</b>	
<p><b>Course Requirements</b></p>	<p>Each student is required to:</p> <ol style="list-style-type: none"> <li>1. Take and passed the three (3) major examinations: Prelim, Midterm Pre finals and Finals.</li> <li>2. Participate in classroom and/or in group discussion.</li> <li>2. Reflection paper topic assign by instructor</li> <li>3. Research and Outreach on related topic given by instructor <ul style="list-style-type: none"> <li>• Entitle “ Sebastinian Cares through Nursing Care” for Barangay <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes Vital Signs Taking</li> <li><input type="checkbox"/> Nebulization</li> <li><input type="checkbox"/> Random blood Sugar</li> </ul> </li> <li>• Entitle” Batang Malusog Malayu kay Dok” for Day Care <ul style="list-style-type: none"> <li><input type="checkbox"/> Hand Washing</li> <li><input type="checkbox"/> Personal Hygiene</li> <li><input type="checkbox"/> Different Body Parts</li> </ul> </li> </ul> </li> <li>4. Role Playing on related topic like on how to conduct Health History and Physical assessment</li> </ol>
<p><b>Class Policy</b></p>	<p><b>CLASSROOM RULES OF CONDUCT:</b> The student’s responsibility is to come to each class prepared. He is also expected to take all examinations on the date scheduled. He is expected to attend each class and participate actively in the discussions. As soon as the class begins, no one is allowed to leave the room until the class ends unless, with permission and for justifiable reason. The student must be in complete</p>

school uniform except on a wash day. He is also required to wear ID. Food and beverages and use of mobile devices are not permitted in the classroom.

The student is responsible for any missed lessons and is NOT excused from not taking quizzes, nor from not passing assignments. Late reports, assignments, project and/ or other class requirements will NOT be accepted. Special examinations will be allowed only in special cases, such as prolonged illness and family emergencies. The student is invited to seek the assistance of a faculty member based on the scheduled consultation hours. The department head and/or dean may be consulted only for special cases.

#### ACADEMIC DISHONESTY

All SSC-RdC students are expected to be academically honest. Cheating, lying and other forms of immoral and unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will (at a minimum) receive an F or failure in the course requirement or in the course. Plagiarism and cheating refer to the use of unauthorized books, notes or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another person as one's own; collaborating without authority, with another student during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty.

#### POLICY ON ATTENDANCES

It is the responsibility of the student to monitor his own absences and tardy incidents. The maximum number of absences which a student may incur is 13% of the total class hours or 7 absences in an MWF class or 5 absences in a TTH or MW class. Three instances of tardiness is equivalent to 1 absence. An absence may be excused, if it supported by an Admission Slip issued by the college dean.

#### OTHER PROVISIONS

For other policies and guidelines, please refer to your Student Manual (Rev. 2014).

#### GRADING SYSTEM

Written Works	35 %
Performance Tasks	40%
Major Assessments	25%
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Total	100%

The Written Work component ensures that the students are able to express skills and concepts in written form. Written work which includes long quizzes and unit or long test help strengthen test-taking skills among learners. It is strongly recommended that items in long quizzes/tests be distributed across the cognitive process dimensions so that all are adequately covered. Though these, learners are able to practice for each term assessment. Other written work may include essay, written report and other written output.

The Performance Task component allows learners to show what they know about and are able to do the diverse ways. They may create or innovate products or do performance based tasks. Performance based tasks may include skills demonstration, individual or group presentations, oral work, multi-media presentations, case analysis, concept mapping, role playing and research projects. It is important to note that written output may also be considered as performance tasks.

Major Assessment measures student learning at the end of every period (Prelim, Midterm, Final). This maybe in the form of objective tests, performance-based assessment, or a combination thereof.

## COURSE REFERENCES

### A. Main References

- Books
- Whelan, A. Hughes, E. (2016). Clinical Skills for Healthcare Assistant and Assistant Practitioners. (Second Edition). Hoboken, N.J. : John Wiley & Sons Inc.
- Sharma, M. & Petosa, R. L. (2014). Measurement and evaluation for health educators. Burlington, MA : Jones & Bartlett Learning. | SR-NUR 613Sh2 2014 | 39875
- Perry, A.G., Potter, P.A. & Ostendorf, W.R. (2014). Clinical Nursing Skills & Techniques. (8th Edition). Missouri : Elsevier Inc.
- Martinez de Castillo, S.L. (2014). Strategies, Techniques, & Approaches to Critical Thinking : Clinical Reasoning Workbook for Nurses. Missouri : Elsevier.
- Urden, L. D., Stacy, K.M., & Lough, M.E. (2014). Critical Care Nursing : Diagnosis and Management. (Seventh Edition). Missouri : Elsevier.
- Jarvis, C. (2012). Pocket companion for physical examination & health assessment. (6th ed.). St. Louis, MO : Elsevier/Saunders. | SR-NUR 616.075102 J29 2012

### B. E-sources ebook

- Lippincott Williams and Wilkins Cox, Carol Lynn (2010) Health Assessment in Nursing. 3rd Edition.
- Lyn S. Bickley Bates ,( 2013) Pocket Guide to Physical Examination and History Taking 7th Edition
- Taylor Lillis LeMone Lyn , (2011) Fundamentals of Nursing The Art and Science of Nursing care 7th Edition
- Weber Janet and Kelly Jane (2014), Health Assessment in Nursing 5th Edition ,
- Weber and Kelly, (2010) Health assessment in nursing 4<sup>th</sup> edition
- Ebook on line reference : > Cox,Turner Blackwood (2008,)Physical Assessment for Nurses. <https://onlinelibrary.wiley.com/doi/book/10.1002/9780470774687>

\*should be 5 years old and journals should be from published sources

<p>Prepared by:</p> <p>Name: Teresita A. Pacion RN.RM.MAN Rank: Instructor Contact Number: Email: teresitagarciaaceron@yahoo.com Consultation Hours: Lecture Hrs: Saturday 12nn-3pm Date: January 10, 2020</p>	<p>Checked by:</p> <p>MR. FELIXANDER BAGAYAO RL STVL Librarian</p> <p>MRS. MELODY M. LABOG Department Head</p>	<p>Approved by:</p> <p>Rev. Fr. James Bumangabang, AOR Vice President for Academics</p>
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